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OF THE

State Normal School

SPRINGFIELD, SOUTH DAKOTA

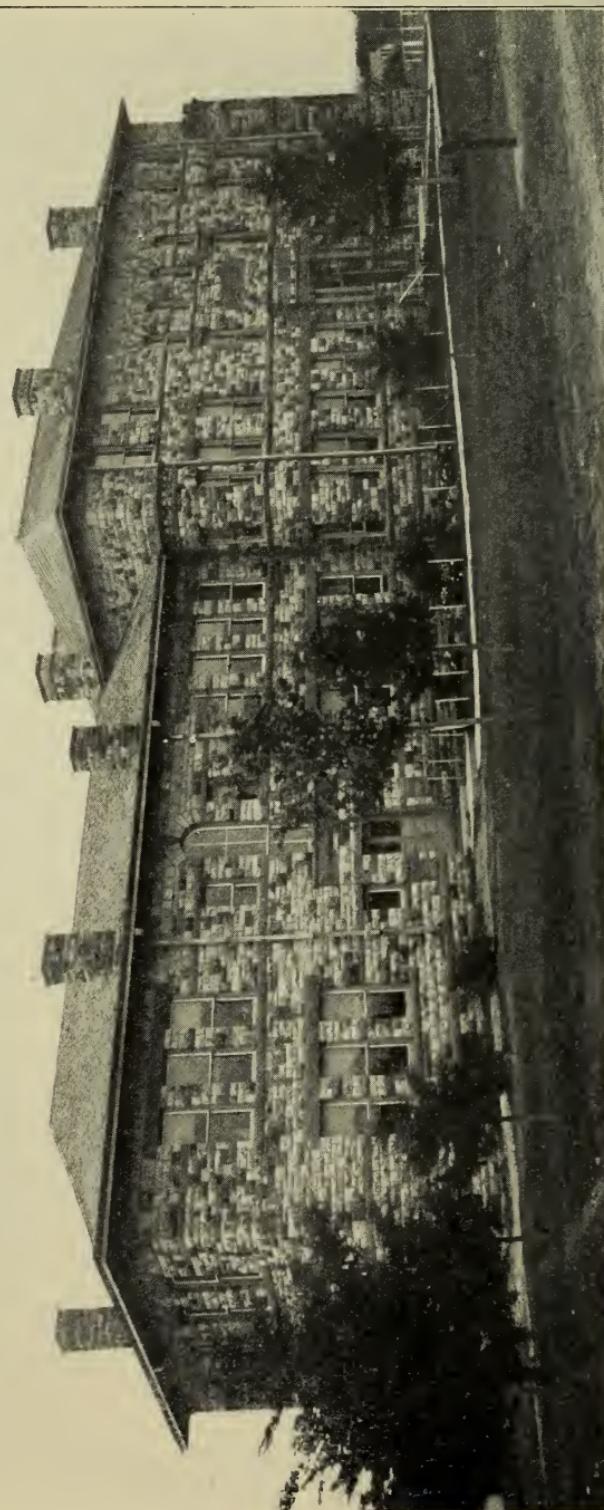


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C A T A L O G

O F T H E

*State Normal School*  
SPRINGFIELD, SOUTH DAKOTA



FOR THE YEAR 1908-1909

## *Regents of Education*

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HON. ALBERT M. ANDERSON, Sturgis. Term expires Jan. 1, 1911  
HON. E. C. ERICSON, Pres., Elk Point.. Term expires Jan. 1, 1913  
HON. A. J. NORBY, Sisseton.....Term expires Jan. 1, 1913  
HON. A. E. HITCHCOCK, Mitchell.....Term expires Jan. 1, 1915  
HON. T. W. DWIGHT, Sioux Falls.....Term expires Jan. 1, 1915

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HON. IRWIN D. ALDRICH, Secretary.....Big Stone City  
HON. G. G. JOHNSON, State Treasurer, Treasurer Ex Officio.

### **STANDING COMMITTEE**

HON. A. E. HITCHCOCK

HON. E. C. ERICSON

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MR. H. H. GOODENOUGH,

Secretary of the Springfield State Normal School.

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## *Faculty 1908-9*

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GUSTAV G. WENZLAFF, A. M., President

A. B., Yankton College; A. M., ibid.; graduate student Chicago Seminary, University of Chicago, University of Berlin and University of Leipzig, Germany.

German and Psychology

LILLIE S. COOPER, Principal Training Department

Student State Normal School, Kirksville, Mo.; graduate Palmyra Seminary, Mo.

Primary Critic

BESSIE MACLAY JOHNSTON, B. S.

B. S., Knox College; graduate student University of Chicago, and Cornell University.

Pedagogy and Grammar Critic

EDITH IRENE ATKIN, A. B.

Graduate State Normal School, Ypsilanti, Mich.; A. B., University of Michigan; graduate student University of Chicago.

Mathematics

HERBERT H. GOODENOUGH, A. B., Secretary

Student Massachusetts Agricultural College; A. B., Oberlin College; graduate student, ibid.

History and Sociology.

FRANK E. BARR, B. S.

B. S., Ottawa University; B. Ped., State Normal School, Colo.

Physics, Chemistry, and Manual Training

JOHN H. BOWERS, Ph. D.

A. B., University of West Virginia; LL. B., ibid.; A. M., Wesleyan University of Illinois; Ph. D., ibid.

Economics, Education, and English.

BEATRIX K. MARY, A. M.

A. B., Olivet College; A. M., University of Michigan.

Latin.

## STATE NORMAL SCHOOL

WALTER LOUIS HAHN, Ph. D.

A. B., University of Indiana; A. M., ibid.; Ph. D., ibid.  
Biology and Physiography.

HAZEL CATHERINE LOTZE, A. B.

A. B., University of South Dakota; A. B., Smith College.  
Intermediate Critic.

MARY EDITH STEVENS

Graduate State Normal School, Springfield.  
Assistant in Model School

ADELAIDE B. WILLIAMS

Graduate College of Music, University of South Dakota.  
Piano

RUTH E. MEBERG, Mus. B.

Mus. B., College of Music, University of South Dakota.  
Violin.

WINIFRED McCAREN

Graduate Ferris Institute.  
Shorthand and Commercial Branches.

GILBERT G. FITES, Acting Librarian

EDNA DUDLEY, Matron.

EDWIN BENEDICT, Engineer and Janitor.

## *Calendar*

### 1909

September 8, Wednesday—Beginning of First Semester and Fall Term.

November 25, Thursday—Thanksgiving Day.

December 21, Tuesday—Close of Fall Term.

### 1910

January 5, Wednesday—Beginning of Winter Term.

January 25, Tuesday—Close of First Semester.

January 26, Wednesday—Beginning of Second Semester.

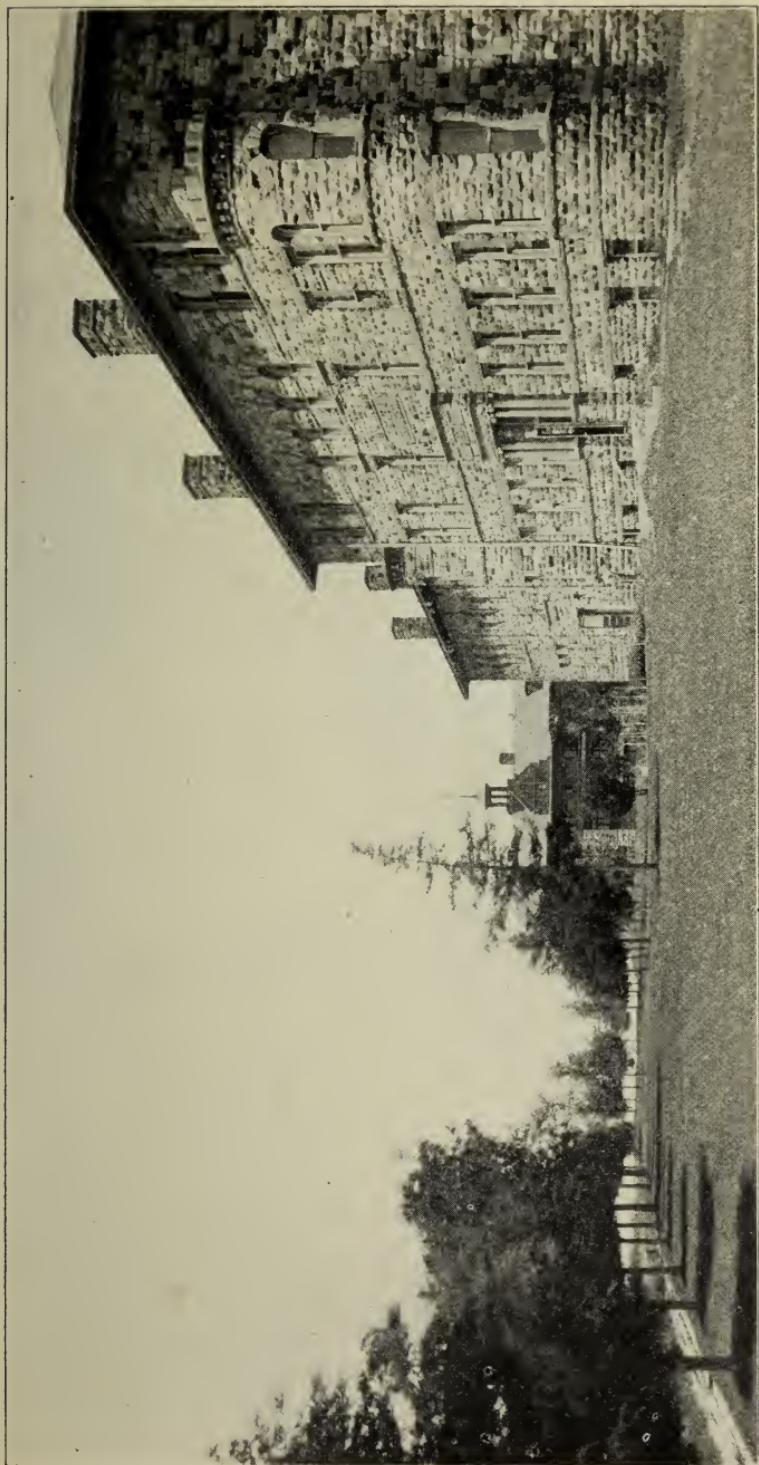
March 29, Tuesday—Close of Winter Term.

April 6, Wednesday—Beginning of Spring Term.

June 5, Sunday—Annual Sermon.

June 8, Wednesday—Thirteenth Annual Commencement.

Close of Second Semester and Spring Term.



CAMPUS SOUTH OF BUILDINGS



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# *General Information*

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## **HISTORY**

The State Normal School at Springfield was established by act of the territorial legislature in the year 1881.

The state legislature in 1895 appropriated for the support and maintenance of the school forty thousand acres of land.

In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the state.

On the 23d day of September, 1897, the Regents of Education adopted a course of study and elected a faculty; the school opened on Monday, October 11, 1897.

In 1901-2 the main part of the building, of which that built in 1896 is the west wing, was erected by the state. The young women's dormitory was built during the school year of 1904-5.

## **LOCATION**

Springfield, one of the oldest towns in the state, is beautifully located on the Missouri River. It has many comfortable homes, and various churches, city schools and a government school for Indians, and is supplied with city waterworks, electric lights, and telephone exchange. On account of its healthful and beautiful location, and the high moral tone of its inhabitants, the town is excellently adapted for the seat of an institution of learning.

## **THE MAIN BUILDING**

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-four rooms, which are used as class rooms, offices, laboratories, gymnasium, manual training shop, and assembly room. The last named is 45x60 feet.

## **YOUNG WOMEN'S DORMITORY**

The young women's dormitory is a beautiful building, and is completely furnished throughout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroughly modern building and complete in all its appointments. It is heated by steam, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate sixty young women. Each room is furnished with bedstead, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their own rooms in order. The rooms are rented to young lady students at from 30 to 60 cents per week, payable in advance.

## STATE NORMAL SCHOOL

### GROUNDS

The Normal School grounds of twenty acres are located on a pleasant elevation in the northern part of the town. A well kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and fruit trees are thriving on the campus. Basket-ball grounds and tennis courts have been laid out to give the students a better opportunity for healthful, outdoor exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and an artesian well owned by the school.

### DINING HALL

A commodious, finely furnished, and well lighted and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and women of the school.

### MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under the direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school will be typical, and the problems arising there will be the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the school-room.

### SPECIAL EQUIPMENTS

The school is equipped with a good working library, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution.

### EXPENSES

**TUITION AND INCIDENTAL FEES**—For tuition and incidental expenses of the school each student is required to pay \$4 per term. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, orchestra and band. For fees for music lessons look under Music. All fees and tuitions are payable in advance at the beginning of each term.

**ROOM RENT**—Rooms may be rented at 30 cents per week and upwards. Young men whose homes are not in Springfield rent rooms in private houses, while young women from abroad are expected to room in the dormitory. The following are the rents:

Front corner rooms, 60 cents; rear corner rooms, 50 cents; south rooms, 50 cents; east rooms, 40 cents; north rooms, 30 cents; west rooms, 40 cents.

**BOARD**—It is the aim of the dining hall department to furnish board to students at the lowest price possible. During the past year the cost of board to students was at first \$2.50, and later \$2.75 a week.

#### **REQUIREMENTS FOR ADMISSION**

Graduates from high schools having four-year courses will be admitted without examination to the senior, or fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools, will be admitted to the first-year classes without examination.

Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.

#### **AFFILIATION**

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the first four years of any of the regular courses, will be admitted as Freshmen in the University; after having graduated from one of the five-year courses, as Sophomores; and after having taken an additional year of post-graduate studies, will be ranked as Juniors.

#### **STUDENT ORGANIZATIONS**

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's Christian Association, an athletic association, and a literary society. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society, organized during the past year, is doing good work along lines usually followed by organizations of this character.

# *Courses of Study*

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The school offers the following courses of study:

1. A normal course of five years.
2. A normal course of one year for high school graduates.
3. A post-graduate course of one year.
4. A college preparatory course of four years.
5. A business course of three years.
6. A business course of three months.
7. A music course of four years.

Those who complete the full course of five years or the course for high school graduates, will receive a diploma of graduation, which entitles the holder to a state teacher's certificate; and graduates who take one year of post-graduate work are entitled to a life diploma after forty months of successful experience. The graduate who is thus a candidate for a life diploma receives, upon graduation, a provisional certificate from the State Department authorizing him to teach the length of time necessary to acquire the requisite "forty months of successful experience."

The first four years of any of the five-year courses may, by a proper selection of electives, be made a complete college preparatory course.

In the course for high school graduates the professional work in Methods of Teaching, School Management, Science and History of Education, and Practice Teaching is required, in addition to which the student selects from subjects for which he has not received credit in the high school enough to make a full year's work. Psychology is required unless the student has taken it in the high school. The arrangement of this course presupposes thorough preparation in all the common branches and deficiencies must be made up, especially in arithmetic, grammar, spelling and reading. The electives allowed in this course are Latin, German, mathematics, geology, astronomy, psychology, and manual training.

For those who fail to pass the required entrance examination or to produce satisfactory record from other schools, a preparatory course is offered, devoted wholly to work in the common branches. This course is made necessary by the lack of uniformity in the work of the public schools, and by the tendency of individual pupils to pursue favorite branches of study to the neglect of others. The studies taken are grammar, composition, arithmetic, reading, geography, spelling, and U. S. history.

Certain work is required of all students. To make the four studies that each student is expected to pursue, work is chosen from

the elective list. A student may take more than four studies at any one time only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory work, require double periods each day in order that the student taking them may receive credit therefor. Manual training comes under this requirement.

The English Normal course does not require any foreign language work. The Latin course includes at least two years of Latin; and the German course at least two years of German.

The following schedule shows the studies offered in the various courses:

### **ENGLISH, LATIN, AND GERMAN NORMAL COURSES**

#### **FIRST YEAR**

##### **Required Studies**

###### **First Semester**

- Algebra I
- English I
- Ancient History I

###### **Second Semester**

- Algebra II
- English II
- Ancient History II

##### **Elective Studies**

- Latin I
- Botany I
- Drawing I

- Latin II
- Botany II
- Drawing II

#### **SECOND YEAR**

##### **Required Studies**

- Plane Geometry I
- English III
- Physiography I

- Plane Geometry II
- English IV
- Physiography II

##### **Elective Studies**

- Mediaeval History
- German I
- Latin III

- Modern History
- German II
- Latin IV

#### **THIRD YEAR**

##### **Required Studies**

- English V
- Physiology I
- Civics

- English VI
- Physiology II

##### **Elective Studies**

- Solid Geometry
- English History
- Zoology I
- Nature Study
- German III
- Latin V

- Algebra III
- Adv. Am. History
- Zoology II
- Agriculture
- German IV
- Latin VI

**FOURTH YEAR****Required Studies**

English VII

English VIII

Physics I

Physics II

**Elective Studies**

Astronomy

Economics

Manual Training I

Manual Training II

Mediaeval History

Modern History

German V

German VI

Latin VII

Latin VIII

Chemistry I

Chemistry II

**FIFTH YEAR****Required Studies**

Psychology

History of Education

Pedagogy I

Pedagogy II

Teachers' Reviews I

Teachers' Reviews II

(Arithmetick, Geography)

(Grammar, Physiology)

Practice Teaching

Practice Teaching

S. Dak. History (6 weeks)

**Elective Studies**

Manual Training III

Manual Training IV

**COURSE FOR HIGH SCHOOL GRADUATES****First Semester****Second Semester**

Psychology

History of Education

Pedagogy I

Pedagogy II

Teachers' Reviews I

Teachers' Reviews II

Practice Teaching

Practice Teaching

S. Dak. History (6 weeks)

**POST-GRADUATE COURSE**

Each semester four of the following:

**First Semester****Second Semester**

English

English

Ethics

Psychology

Sociology

Sociology

Economics

Economics

Mathematics

Mathematics

Biology

Biology

Geology

Mineralogy

**BUSINESS COURSE****FIRST YEAR****First Semester**

Reading and Spelling  
Arithmetic  
Grammar  
Commercial Geography  
U. S. History

**Second Semester**

Reading and Spelling  
Arithmetic  
Grammar  
Commercial Geography  
U. S. and S. Dak. History

**SECOND YEAR**

English  
Physiology  
Ancient History  
Penmanship

English  
Bookkeeping  
Ancient History  
Commercial Correspondence

**THIRD YEAR**

English  
Shorthand and Typewriting  
Commercial Law  
Penmanship  
Commercial Arithmetic

English  
Shorthand and Typewriting  
Civics  
Penmanship

**SHORTER BUSINESS COURSE**

(During Winter Term)

Arithmetic  
Grammar  
Spelling  
Penmanship

Shorthand  
Typewriting  
Bookkeeping

# *Outline of Subjects*

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## **PROFESSIONAL WORK**

The professional work of a normal school is that work which, in addition to a liberal education, is deemed necessary to fit the student for teaching. It is closely associated with the model school, and includes the study of pedagogy (methods of teaching and school management), the history and science of education, observation, and the practical work of teaching, in which the student-teacher carries out in actual practice the theory learned in connection with the study of methods and other subjects.

## **PEDAGOGY**

**GENERAL METHOD**—A study of the nature of the child's mind, the nature of the subjects taught, the aim in education and the methods by which it is attained, here receive serious attention. The specific purpose in teaching each of the subjects, the classification of the subject-matter and its division into grades corresponding to the mental advancement of the pupil, are freely discussed. Examinations, tests, drills, the assignment of lessons, forms of expression, attitude of teacher before the class, and various other topics receive consideration.

**SPECIAL METHODS**—The aim in all method is to give the student a knowledge of the psychological process involved in the learning of the subject-matter and the manner of developing that process. Method requires three lines of work:

1. A critical examination of the subject-matter.
2. A consideration of the method of presenting the subject-matter.
3. The devices employed in presentation.

Attention is given to the methods employed in teaching number, arithmetic, reading, nature-study, language and story, grammar, spelling, geography, history, music, drawing and penmanship.

**SCHOOL MANAGEMENT**—The government of a school depends upon the teacher's scholarship, his energy, his will power, and above all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the schoolroom

YOUNG WOMEN'S DORMITORY





pleasant, and in this way aiding in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public schools to the state educational institutions, and the duties of pupils and teachers to the state and nation.

### **HISTORY OF EDUCATION**

The purpose of this course is to arrive at correct notions of what ought to be done in the light of what has been done. The diversity of educational ideals in different countries and in different ages is studied to understand present conditions and the best methods for future advancement. The further aim is to create a deep interest in the lives and works of great educators as a source of inspiration and guidance.

### **PRACTICE TEACHING**

Seniors devote forty minutes each day for one year to the practical application of the theory of education in the actual work in the model school, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before and fits the student at his graduation to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our state course of study, and includes weaving, clay modeling, paper folding and cutting, basketry, brush-work, drawing, music, nature-study, and manual training. All of these branches are under the direction of the critic teachers.

The lesson plan in each branch is submitted to the critic in charge (before the lesson is given) and after it has been criticised and corrected, the lesson is given. A weekly meeting of the practice teachers is held. At this meeting the chief points in the work of the week are reviewed in relation to the teaching.

### **OBSERVATION IN MODEL SCHOOL**

This line of work occupies twenty minutes a day for one semester. It consists of systematic observation of instruction in model school and criticism on the same.

## PSYCHOLOGY

The object of this course is general culture and the professional training of the teacher. First attention is given to the nature of psychology and its subject matter in general; then the student proceeds to a more detailed study of mental facts and processes, and justifies his inferences and conclusions by his own conscious experience. So far as possible technical difficulties are avoided, but necessary psychological terms are introduced and explained. Mind in relation to the body is studied, and some theories are tested by experiments. The student is encouraged to do independent thinking, to make citations of mental phenomena, and report psychological observations. Abstract principles are associated with familiar illustrations to aid the memory and stimulate thinking. The psychology of childhood and adolescence is presented in some practical phases for the benefit of young teachers. The study of dynamic psychology, or the mind in action, tells the student something of the facts and laws which determine what a human being will think and feel and do, how he may be interested, his method of learning and of acquiring habits—in short, it tells him something of how to understand and influence the learner's mind.

## ETHICS

This subject is presented as the science of conduct and the art of life. The aim is to study man's obligations and man as a morally responsible being, together with an outline of the most important principles of ethical doctrine, so far as these can be understood without a deeper knowledge of philosophy.

## ENGLISH

The aim in this department is to enable the student to choose and appreciate good literature; to express his own thoughts and feelings in either oral or written language with clearness, force, energy and beauty. The best literature of any age contains its highest ideals and best thought, and should be studied not only to discover the best principles and processes of thought and speech, but also to acquire a deeper and fuller understanding of life itself.

**ENGLISH I AND II**—In this year composition and rhetoric are studied by means of text-books, masterpieces, and constructive work. The forms of discourse are discussed in the concrete and abstract, but the main stress is placed upon narration and description. Oral composition is given special attention throughout the year for the purpose of producing correctness of expression and freedom and ease in address. Written composition is carefully prepared by the pupil and carefully examined by the teacher. Both

intensive and extensive reading of masterpieces selected by the teacher is done. Grammar is incidentally reviewed according to the needs of the class.

**ENGLISH III AND IV**—English III and IV must be preceded by study equivalent to English I and II as the work of English III and IV is a continuation of English I and II. The forms of discourse are reviewed and continued with the emphasis upon exposition and argumentation. The technical parts of grammar and rhetoric are given more attention. At the end of this year, the student is expected to be somewhat independent in his critical analysis of masterpieces and to be able to speak and write with a fair degree of correctness.

**ENGLISH V**—American Literature. This course gives a survey of the history of American literature and studies a few masterpieces from American writers with practice in oral and written expression. Selections from American literature will be read and reported and discussed by the students.

**ENGLISH VI**—Rhetoric. A text-book in Rhetoric is used and a great variety of composition work is done during this semester. Attention is given to the right choice of words, construction of sentences, formation of paragraphs, the use of figures of speech, and to the plan, outline, and execution of longer themes.

**ENGLISH VII**—English Literature. The history of English literature is studied to get a general view of its development and some knowledge of the lives and works of its great masters. Selected masterpieces are studied in class. There is constant exercise in the more difficult and useful forms of expression, both oral and written. Required masterpieces are read and reported by the students.

**ENGLISH VIII**—A continuation of English VII. Masterpieces required for college entrance are studied in class, with attention to literary criticism. Selected masterpieces are read and reported by students. Each student must satisfy college entrance requirements in English to complete this course. Considerable attention is given to literary work. Orations and argumentations are a feature of the work of this semester.

College entrance requirements for 1909, 1910, 1911:

#### **For Study and Practice**

Shakespeare: *Macbeth*.

Milton: *Lycidas*, *Comus*, *L'Allegro*, and *Il Pensero*.

Burke: *Speech on Conciliation with America* or *Washington's Farewell Address*, and *Webster's First Bunker Hill Oration*.

Macaulay: *Life of Johnson*, or *Carlyle's Essay on Burns*.

**For Reading****Group 1—(Two books to be selected)**

Shakespeare: *As You Like It.*

Henry V.

Julius Caesar.

The Merchant of Venice.

Twelfth Night.

**Group 2—(One book to be selected)**

Bacon: *Essays.*

Bunyan: *The Pilgrim's Progress.*

The Sir Roger de Coverley Papers in the Spectator.

Franklin: *Autobiography.*

**Group 3—(One book to be selected)**

Chaucer: *Prologue.*

Selections from Spenser's Faerie Queene.

Pope: *The Rape of the Lock.*

Goldsmith: *The Deserted Village.*

Palgrave: *Golden Treasury (First Series), Books II and III*  
with especial attention to Dryden, Collins, Gray, Cowper,  
and Burns.

**Group 4—(Two books to be selected)**

Goldsmith: *The Vicar of Wakefield.*

Scott: *Ivanhoe.*

Quentin Durward.

Hawthorne: *The House of Seven Gables.*

Thackeray: *Henry Esmond.*

Mrs. Gaskell: *Cranford.*

Dickens: *A Tale of Two Cities.*

George Eliot: *Silas Marner.*

Blackmore: *Lorna Doone.*

**Group 5—(Two books to be selected)**

Irving: *Sketch Book.*

Lamb: *Essays of Elia.*

De Quincey: *Joan of Arc and the English Mail Coach.*

Carlyle: *Heroes and Hero-Worship.*

Emerson: *Essays (Selected).*

Ruskin: *Sesame and Lilies.*

**Group 6—(Two books to be selected)**

Coleridge: *The Ancient Mariner.*

Scott: *The Lady of the Lake.*

Byron: *Mazepa and The Prisoner of Chillon.*

Palgrave: *Golden Treasury (First Series), Book IV,* with  
special attention to Wordsworth, Keats, and Shelley.

Macaulay: Lays of Ancient Rome.

Poe: Poems.

Lowell: The Vision of Sir Launfal.

Arnold: Sohrab and Rustum.

Longfellow: The Courtship of Miles Standish.

Tennyson: Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.

Browning: Selections.

### LATIN

The Latin course includes four years of study and offers a preparation for the continuation of the subject in college.

**LATIN I AND II**—The first year is devoted to the paradigms, vocabularies, and the simpler rules of syntax of the language. A beginning is made in easy translation and the pupil is encouraged to study derivatives.

**LATIN III AND IV**—The second year is an intensive study of the first four books of Caesar's Commentaries on the Gallic War or their equivalent. Caesar's tactics as a general, his style as a writer, and the Gallic and Roman characteristics as revealed in the Latin are all considered in the class. Syntax and vocabulary are studied by means of the text and prose composition. Sight translation in the text is used when possible and idiomatic English is required in all translations.

**LATIN V AND VI**—The third year consists of the translation of six or more selected orations of Cicero into appropriate English. The oration as a literary type, Cicero as man, orator, and philosopher, the Catilinarian conspiracy, private and public life in the days of Cicero, and sight translation offer abundant material for correlative study. Syntax and vocabularies are learned from the text and by means of prose composition.

**LATIN VII AND VIII**—The fourth year is given to the consideration of Roman poetry as exemplified in the first six books of Virgil's Aeneid and about 1500 lines of selections from Ovid. Scansion, metrical reading, and the syntax of poetry, together with the mythology suggested by the poems are given due attention.

### GERMAN

Courses in German are offered covering three years of work. The chief aim of the study is to acquire as much knowledge of the German language, both spoken and written, as the opportunity will permit. A secondary aim is to make the student acquainted with German life, thought, and literature, and incidentally to give him a better knowledge of the English. "He who knows no foreign language, does not know his own," is eminently true in this connection.

From the beginning special attention is given to the acquisition of a correct pronunciation and the essentials of grammar of the language, as well as the learning of a large vocabulary of German words. Necessarily translation-work is a prominent feature of the courses. Just as translating of English must be into good idiomatic German, so it will be insisted that the German be rendered into good English.

GERMAN I—The first semester is devoted to German phonetics, translation of easy German prose and poetry, and the formation of simple German sentences. The text used is Bacon's New German Course.

GERMAN II—The work begun in the first semester is continued in the second. In connection with the advance work the essentials of grammar are frequently reviewed.

GERMAN III—This semester's work consists of the reading of little stories such as Gerstaecker's Germelshausen, Storm's Immensee, and Hauff's Das kalte Herz. Syntax and German prose composition based upon the texts read are a part of the semester's work.

GERMAN IV—The classics studied during the second half of the year are Lessing's Minna von Barnhelm and Eichendorff's Taugenichts. Brief lectures on the History of German Literature are given at frequent intervals.

GERMAN V AND VI—This year's work is devoted to a careful study of various classics, such as Freytag's Die Journalisten, Goethe's Sesenheim, Schiller's Wilhelm Tell, Scheffel's Der Trompeter von Saeckingen, and Goethe's Hermann und Dorothea. Lectures on the History of German Literature are given from time to time during the year.

### MATHEMATICS

The following courses are offered:

Algebra I and II.....	2 semesters
Plane Geometry I and II.....	2 semesters
Algebra III.....	1 semester
Solid Geometry.....	1 semester
Arithmetic, Teachers' Review.....	$\frac{1}{2}$ semester
Business Arithmetic.	
Bookkeeping.	

ALGEBRA I AND II—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations through quadratic, equations in one unknown quantity. The student is led to discover truths for himself. The geometric view-point is given wherever feasible. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a

fundamental principle, to check all solutions, and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of systems of equations, and as a means of finding and interpreting solutions. The language of algebra and the relation of the equation to the grammatical sentence receive careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations. Many of the problems given relate to the pupil's former work in arithmetic, and introduce simple ideas of geometry and physics.

**PLANE GEOMETRY I AND II**—The subject matter covered is that offered by any of the standard texts. The greatest value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relation of theorems to each other are emphasized. The student is required to work a large number of original exercises, and is taught methods of systematically attacking and solving them. Frequent written exercises add, to the training in logic, the training of the eye and hand. Emphasis is placed upon geometrical exercises requiring algebraical solution. These problems give a chance for correlating the subject with algebra and arithmetic, thus giving a unity to the mathematical work of the pupil, and keeping the subject of algebra fresh in his mind for his subsequent work in physics. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject, and by noting its applications in science and applied mechanics. Algebra I and II are pre-requisites.

**ALGEBRA III**—This is offered in the third year, and is a continuation of Algebra I and II. Theory of exponents, radicals, quadratic equations, and such higher equations as can be solved by factoring and special devices, receive careful attention. Clear concepts of imaginaries and complex numbers are obtained. Systems of equations involving quadratic, linear, and higher equations are thoroughly treated. The course also includes a study of logarithms, ratio and proportion, and the progressions.

**SOLID GEOMETRY**—This is given in the third year. Geometry I and II are pre-requisites. The course covers the subject as given in any standard text. The same points are emphasized as have been noted under Plane Geometry I and II.

**ARITHMETIC, TEACHERS' REVIEW**—This course is offered in the senior year and is both academic and professional. The aim is to secure a comprehensive view of the subject such as the teacher needs. In 1908-09 the course included a thorough review of percentage and mensuration with methods of teaching same.

BUSINESS ARITHMETIC—(See Business Courses.)

BOOKKEEPING—(See Business Courses.)

## HISTORY

History is the record of those events which mark the development of the human race. As an analytical and cultural study it deserves an important place in every school curriculum. For the intelligent understanding of current events, public addresses, present social institutions, and the most of our standard works of literature, a general knowledge of the important facts and personalities of history is essential.

**HISTORY I AND II**—Ancient History is required of all candidates for the Normal School diploma, and is scheduled for study during the first year of the course. It is pre-supposed that the student has a fair knowledge of elementary United States history as a basis for comparison. In the first part of the course a rapid survey is made of the most ancient civilizations, special emphasis being placed upon the causes for their early existence, and the contributions made by them to later peoples. The main study is given to the histories of ancient Greece and Rome. The pupils are led to see the inter-relation of events, and to come to an intelligent interpretation of historical data for themselves.

**HISTORY III AND IV**—The course in Mediaeval and Modern History is an elective intended primarily for second year pupils, but is open to all who have completed the course in Ancient History. After a brief summary of the deteriorating influences that led to the decay of Roman power, the students take up the study of mediaeval times, and continue it through the modern period to the present day. Special emphasis is given the great world-wide movements, and those institutions that have had a particular bearing upon the course of events.

**HISTORY V**—The course in English History is an elective course principally for third year pupils. It is a study which will prove especially valuable as a fore-runner to the course in Advanced American History. English history shows, perhaps better than does that of any other country, the gradual, consistent development of the constitutional form of government characteristic of most nations of the present day.

**HISTORY VI**—The Advanced American History course is arranged to follow the course in English History, and will prove of special value to those who intend to teach in the public and rural schools. The course lays emphasis on the events of discovery, exploration and colonization, but particular stress is placed upon the events that pertain to the formation of the United States, the Civil War, the Reconstruction, and present day conditions.

**HISTORY VII**—South Dakota History is taught for a period of six weeks, and is required of all candidates for the Normal School diploma.

**HISTORY VIII AND IX**—Other courses in history will be offered as the occasion demands, but will be open only to such students as have already completed the regular courses scheduled, or to those that wish history courses of a college grade.

### CIVICS

Every voter should understand the machinery of political parties; the workings of governmental functions, local, state and national; and also the civic problems of the day. The ethical phases of political problems should not be neglected. The future citizen should be taught the forms of patriotism in times of peace. He should be taught what is right and inspired to do the right. One semester's work in civics is required in the third year.

### ECONOMICS

Today we are confronted by great economic problems that must be solved by the rising generation. The solution of these problems can not be left to the few. The welfare of the masses is at stake and the masses must be prepared to act intelligently. It is, therefore, of the utmost importance that the teacher should be prepared to give sound instruction on the great fundamental problems of the production, distribution, exchange, and consumption of economic goods.

Three courses in Economics are offered: One for fourth year students, and two of college grade for post-graduates.

### SOCIOLOGY

Sociology is that science which inquires into the general constitution of the social structure, seeking to outline its parts and their various uses; and that attempts to formulate laws governing the development of society in its manifold phases. Consequently it will be seen that sociology while not destroying the total independence of the other social sciences, is for them in part a foundation on which to build..

From the facts of the historian and the records of the statistician, the sociologist has formulated the laws which pertain to an intelligent interpretation of the nature of society. It will be seen from the above brief outline what is the importance of the subject of sociology in the schools of higher education.

A course of one semester is given open to under-graduate students of the more advanced classes, and to students taking post-graduate courses. In this course some text-book such as Fairbank's Introduction to Sociology or Ross' Foundations of Sociology is used for class room recitation work, but is supplemented by considerable reference work.

**ZOOLOGY**

The work in this course begins with the study of some of the simpler and smaller animals. Living examples and prepared specimens are studied under the microscope, and lectures and reading supply information which the student cannot secure at first hand. Somewhat larger and more complex animals are next studied, and the latter part of the winter is devoted to a careful dissection of some of the most complex animals, the vertebrates. Throughout the course, the development, structure, life-history, and habits of the animals dissected are explained, either in the text-book or in lectures.

During the spring term, considerable time is devoted to the study of insects which do harm by spreading disease and destroying crops, and to birds which do good by destroying insects. Each member of the class is required to make a collection of insects and to learn to recognize some of the more common species of birds. The complete life-history of the frog and of one or more insects is studied during the spring.

The course is thus made practical by giving information of value to teachers, farmers, and others. The dissections, readings, and lectures also supply information, which is of value in the study of human physiology. However, the greatest value of the course lies in the training which the laboratory work gives to the student in habits of careful work and accurate observation.

The course continues an entire year. By doing additional work, it can be made a post-graduate course, for which credit will be given in college. Text: Jordan, Kellogg, and Heath, Animal Studies.

**BOTANY**

This course is not intended as a supplement to zoology, but as an alternative choice. Students selecting the one course should not take the other. What has been said concerning the training afforded by the course in zoology in habits of accuracy and close observation, applies equally well to the study of botany.

The course begins with a study of the various parts of the plant, such as roots, leaves, seeds, and flowers. Specimens are examined and experiments are performed by the students to illustrate the various life-processes. Later on, typical plants are studied in greater detail, while the spring months are devoted to the classification of some of the more common flowers and to the study of the relations of plants to one another (ecology). Reading and lectures supplement the laboratory work.

The text used is Bergen's Text-Book of Botany. The course continues throughout the year.

### NATURE STUDY

Nature study has been made a distinct course in many schools in recent years. For this reason, and to meet the requirements of those who desire some work in the biological sciences, but cannot find time to devote an entire year to zoology or botany, the course in nature study is given for one semester. It is not designed to take the place of either zoology or botany, yet it combines some of the subject-matter of both of these sciences.

Special emphasis is placed on the relation of plants and animals to man, and means of destroying noxious animals and protecting beneficial species are studied. The dependence of one species upon another and the habits and habitats of typical plants and animals are pointed out. Recitations and lectures are supplemented by excursions for the purpose of studying life-relations at first hand. The text-book is Hodge's *Nature Study and Life*.

### PHYSIOLOGY

This course is arranged to be as practical as possible. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The latter subject receives in this course the attention which an awakening public conscience demands, and the practical questions of sanitation, ventilation, and the transmission of disease are treated very fully. Beginning with the cell, the foundation unit, the student is carried through the different stages of growth until he is shown how the body is built up and understands the workings and vital functions of the different systems and organs. The subject of foods is discussed at length, and the student is shown the importance of this subject in everyday life. Alcoholism is treated in all its aspects; the relation of alcoholic indulgence to other forms of intemperance is also explained. Demonstrations and experiments are designed to accompany all class work. A full year's work is included in this course, which is required of all students.

The text to be used in 1909-10 is *The Human Mechanism*, by Hough and Sedgwick.

### PHYSICAL GEOGRAPHY AND GEOLOGY

This course presupposes a thorough knowledge of elementary geography. The work is planned to meet the requirements of the course of study in South Dakota, but since most text-books of physical geography are designed for a single semester's work, the second semester is devoted to geology. The course is continuous, however, and includes a consideration of the earth's place in the universe and discussions as to its form, size, and motions; the influences of external and internal energy in the great earth-processes of the past and present; methods of rock and soil formation, and historical

geology. Observations of the daily weather bulletins are made, and records kept, so as to impress the student with the practical nature of the work being done by the government. Efforts are also made to acquaint the student with the different rock-formations of South Dakota and to impress upon his mind the importance of soil making in connection with agriculture. The text-book is supplemented by lectures and laboratory work, the course comprising one year's work.

The texts are Tarr's New Physical Geography, and Norton's Elements of Geology.

### **PHYSICS**

The apparatus for physics has been selected with special reference to the needs of normal school students. All the fundamental principles of the science are investigated experimentally, and the class is given frequent practical tests in the solution of problems. The intimate relation of physics and mathematics is kept prominent, and the student receives great benefit from constant practice in weighing and measuring, and solving problems based upon the results of the observations. Text: Carhart and Chute.

### **CHEMISTRY**

This course is designed for beginners, and serves as a general introduction to chemical methods and operations. It includes a systematic study of the laws of chemical combination, properties, preparation and compounds of the non-metallic elements, followed by a study of the metallic elements. Special attention is paid to chemistry in its application to agriculture physiology, and everyday life, and includes laboratory and experimental work and recitations. Text: McPherson and Henderson.

### **ASTRONOMY**

The subject is taught largely from a text-book, such as Todd's New Astronomy. Observation work consists of a careful study of the constellations. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

### **MANUAL TRAINING**

The time when the right of manual training to a place in the course of study of either the elementary or secondary school is questioned, is past. At any rate, the claims of manual training on the educational system are many. Manual training helps in the symmetrical development of the individual; it trains the mind through the eye and hand; it develops the power of application, and stimulates industry. The foundation of all manual training is drawing, both mechanical and free-hand. It teaches accurate observation and develops the power of expression and appreciation.

The following semester-courses are offered to normal students:

COURSE I—Mechanical and free-hand drawing, as applied in construction work and decorative design, and joinery.

COURSE II—Mechanical and free-hand drawing and joinery continued. Wood-carving begun.

COURSE III—This course is a continuation of Course II. If preferred, the student may substitute advanced wood-carving.

COURSE IV—Sheet metal and Venetian iron working, or advanced construction drawing.

### BUSINESS COURSES

The object of this department is two-fold. It gives to those who may wish to engage in business pursuits an opportunity to fit themselves in a practical manner, and it affords to others an opportunity to take some work in the business courses together with literary studies.

BOOKKEEPING—The student is taught the elements of book-keeping, and, at the same time, he is given a set of books to work up. The student gets the same experience as he would in real business, so far as it is possible in a school. Texts: Goodyear-Marshall's

BUSINESS ARITHMETIC—Only the most practical methods are used in teaching this subject. It is the aim to make the student proficient in rapid calculation and short methods.

PENMANSHIP—A plain business hand is taught, aiming at neatness and legibility.

SHORTHAND AND TYPEWRITING—In this course students are prepared for office work or teaching. The touch typewriting system is taught, and only standard machines are used, such as the L. C. Smith and the Oliver. Texts: Barnes-Pitman Shorthand; Felch's Typewriting Manual.

### MUSIC

An elementary course in musical notation, sight reading and class singing is provided for beginners, and a more advanced course for those whose knowledge of music is sufficient to enable them to pursue it with profit.

VOCAL MUSIC—In vocal music the requirements for a diploma are a study of vocalises and etudes by Nava, Concone, Garcia, Marchesi and Bordogni, supplemented by selections from opera and oratorios. The course should occupy about three years. Skill in sight reading, and at least two years' study of the piano will be necessary as preparation for the work in vocal music.

PIANO MUSIC—The course in piano music is as follows:

**Preparatory Year**

Koehler, First Inst. Book, supplemented by Czerny and Berens' Easy Studies. Simple Sonatinas and instructive pieces by good composers.

**First Year**

Burgmueller, Etudes, Op. 100.

Technical Studies by A. Schmidt. Op. 16.

Studies for rhythm and expression, by Schmoll.

Gurlitt, First Velocity Studies.

Biehl, Op. 31.

**Second Year**

Heller, Op. 47.

Loeschhorn, Op. 66. No. 1.

Bertini, Op. 100.

Gurlitt, Progress

Concone, Etudes Melodique.

Lemoine, Etudes.

Heller, Op. 46.

Clementi, Sonatas. Op. 36.

**Third Year**

Loeschhorn, Op. 66. No. 11.

Burgmueller, Op. 109 and 105.

Heller, Op. 45.

Biehl, Op. 139.

**Fourth Year**

Kullak's Octaves.

Bach, Inventions.

Heller, Preludes, Op. 81.

Jensen, Studies.

Schmitt's Sixty-one Studies.

Candidates for graduation in instrumental music must, in addition to the studies in the regular course, have completed a course of musical theory, including musical history.

The time for graduation cannot be fixed by the number of years of study, or even by going through the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued, or a longer term of years spent in development. All students are required to take part in recitals and concerts prescribed by the head of the department. These are not occasions for display, but a means of discipline in musical training.

VIOLIN MUSIC—The methods used in violin instruction are a combination of those in use in the Berlin and Prague schools. By means of a thorough course in technique and ear-training the pupil

is led to realize the artistic possibilities of the violin. Purity of intonation is insisted upon while variety in bowing is regarded as essential to the true expression of musical ideas.

Methods and studies by De Beriot, Hohmann, Hermann, Kayser, Kreutzer, and Fiorilli are used, and suitable selections of pieces from Sitt, Dancla, Hollaender, Singelee, Pierne, Wieniawski, and for the more advanced concertos by Rode, Viotti, Spohr, etc.

Advantages are offered in ensemble playing. Duets and trios are arranged for the pupils' advancement.

**NORMAL ORCHESTRA AND CHORAL SOCIETY**—The Normal orchestra gives students an opportunity for sight reading and developing a broad style of playing. The Choral Society is under the direction of the head of the department. Students of the Normal School are eligible after examination free of charge.

**FEES**—A fee of \$5.00 per term of 20 half-hour lessons is charged for instruction on the piano, and \$7.00 per term for private vocal or violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.



# *List of Graduates and Students*

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## **GRADUATES**

**1899**

Josephine M. Bloom .....	Chicago, Ill.
Nettie Jane Bridgman .....	Sheldon, Iowa
Ira Stanton Burnett .....	Armour
Merton D. F. Eastley .....	Presho
Emma Webster Hill .....	Cottonwood
Howard Joseph Hill .....	Monroe, Neb.
Walter Cheney Macy .....	San Francisco, Cal.
Catherine Julia Muller .....	Minneapolis, Minn.
Gerald Emile Muller .....	Tyndall
Walter Michael Quinn, M. D. ....	Zeeland, N. D.
Cora Adelia (Taff) Flood .....	Waterbury, Neb.
Cora Blanche (Wood) Allen .....	Springfield

**1900**

Ned Henry Benedict .....	Philip
Bertha Hope Benson .....	Philip
Max Lee Bridgman .....	Springfield
Mabel Jane (Bussey) Barber .....	Chicago, Ill.
Mary Helene (Flack) Hill .....	Monroe, Neb.
Charles Monroe Keeling, M. D. ....	Springfield
Julia Altha (Marvin) Geeting .....	Spencer, Iowa
Bessie Louise Mead .....	Seattle, Wash.
Amaret Aileen (Morrison) Giltner .....	Fessenden, N. D.
Ella Griffin (McAuley) Stilwell .....	Tyndall
Charlotte Jestina (Radway) Smith .....	Philip
Roy George Stevens, M. D. ....	Chicago, Ill.
Cora Elizabeth Trumbo .....	Lyman
Marie Alberta (Voy) Hoard .....	Sioux City, Iowa
Florence Edna Young .....	Springfield

**1901**

Malissi Allen .....	Pierre
Edna Susan (Benedict) Miller.....	Springfield
Ben Harrison Bridgman .....	Top Bar
Edith Adelia Bridgman .....	Perkins
Anna Margaret Brown .....	Chamberlain

MISSOURI RIVER AT SPRINGFIELD





Noda Agnes Brown .....	Woonsocket
Arthur Eastley.....	Wetashkiwin, Alberta, Canada
Zoa May (Flavin) King.....	Dallas Center, Iowa
Elizabeth Cumming (Macy) Burnett .....	Armour
Anna Loretta Martin .....	Running Water
Maude Ethel (Merchant) Muller.....	Tyndall
Rosina Edna (McDonald) Plumb.....	Grand Junction, Colo.
Mary Alice Owens .....	Yankton
Effie Belle (Radway) Bridgman.....	Top Bar

## 1902

Eliza Maud Bussey .....	Tyndall
William Arthur Bussey .....	Tyndall
Erle Francis Craig .....	Greenwood
Robert Holland Frazee, A. B.....	Seattle, Wash.
Lynden Miller Green .....	Springfield
Susan May Harrison.....	New England, N. D.
Charles Laurence Hill .....	Philip
Helena Estella (Jones) Nelson.....	Tyndall
James Burdette Kelsey.....	Lethbridge, Alberta, Canada
Bessie Amelia (Monfore) Dempster.....	Springfield
Grace Edna Morrison .....	Perkins
Grace Luvina (McCollum) Page .....	Luther, Iowa
John Francis Quinn .....	Hosmer
Clara Emeline Searles .....	Cottonwood
Anna Henrietta (Stephens) Hall.....	Philip
Ralph Van Wood.....	San Francisco, Cal.

## 1903

Nina Muriel Campbell .....	Wagner
Florence Lorena (Gardner) James .....	Bonilla
Jessie Belle Gardner .....	Springfield
Rosa Emma (Patten) Sells.....	Avon
Mabel Clare Smith .....	Springfield
Glen Eugene Sunderlin .....	Geddes

## 1904

Rachel Viola Abbott.....	Sioux City, Iowa
Myrtle Ida (Best) Ray.....	Armour
Grace Emilie Cannam .....	Gayville
Jennie Mary (Chatfield) Casson.....	Perkins
Valucia Violant (Curtis) Langsworthy.....	Kemmerer, Wyo.
Bessie Pearl (Hain) Cooper.....	Bonilla
Lavina Jane Hamilton .....	Olivet
Ida Mary Hildreth .....	Tyndall
James Ignatius Keenan .....	O'Neill, Neb.
Christine Bridget Kelly .....	Iona
Hannah Theodora Knapp.....	Sioux City, Iowa

## STATE NORMAL SCHOOL

Alberta America Monfore .....	Springfield
Cynthia Belle Orr .....	Meckling
Robert Joseph Quinn .....	Springfield
Susie Edwin Wood .....	Springfield

1905

John Raymond Babb .....	Chicago, Ill.
Erving Elmer Baldridge .....	Northville
Emma Benesh .....	Platte
Hawley Franklin Colgrove.....	Los Angeles, Cal.
Ida Melvina Cooper .....	Capa
Fred Eugene Dawes .....	Springfield
Charlotte Josephine Dempster .....	Springfield
Francis Joseph Farley .....	Beresford
Fred Ray Hildreth .....	Iowa City
Helen Hunt Hill .....	Cottonwood
Wilbur Arthur Hitchcock .....	Laramie, Wyo.
Mary Ann Hughes .....	Tyndall
Era R. Keeling .....	Springfield
Sadie Helen Lee .....	Avon
Orpha Mildred Pegley .....	Springfield
Irene Veronica Quinn .....	Parkston
Berenice Esther (Walker) Woodburn .....	Canton
Eva Josephine Wilson.....	Sioux Falls

1906

Debra Elizabeth (Biggins) Quinn.....	Zeeland, N. D.
Joseph Heinrich Boese .....	Adams, Mont.
Orilla Mae Cannam .....	Fairfax
Gertrude Cora (Colburn) Swayne.....	Springfield
Ella Mary (Foley) Janda.....	Wagner
Helen Margaret Frazee .....	Seattle
Ada Agnes Greene .....	Tripp
Mabel Irene Hildreth .....	Tyndall
Edna Ammala Johnson .....	Gayville
Lane Esther Joslyn .....	Platte
Robert Perry Pegley .....	Springfield
Cora (Spurrell) Guptill .....	Springfield
Claribel Marie Stanley .....	Vivian
Mary Edith Stevens .....	Springfield
Frank Edmund Tupper .....	Running Water
Mary Elizabeth Wagner .....	Perkins
Charlotte Ruth Walker .....	Philip
Lorenzo Clisby Wicks .....	Springfield
Margaret Jane Williams .....	Springfield
Alice Mabel Wood .....	Redfield

1907

Mona Bossingham .....	Burke
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Kate Eulalia Donnelly.....	Running Water
Josephine Jones .....	Springfield
Alta Belle Melick .....	Springfield
Margaret Martha Murphy .....	Tyndall
Helga Sletvold .....	Platte
Harold Leroy Trowbridge .....	Springfield

## 1908

George Arthur Boschma .....	Perkins
John Hofeldt .....	Santee, Neb.
James Kirk, Jr.....	Perkins
Mary Kirk .....	Perkins
Susan Bereniece Leach.....	Running Water
Fred Harold Monfore.....	Springfield
Minnie Louise Monfore.....	Springfield
Frank Mead Snow.....	Springfield
Rachel Cynthia Stephens .....	Mitchell
Charles C. Thomas.....	Perkins
Richard Thomas .....	Perkins

## GRADUATES IN MUSIC

Anna Henriette (Stephens) Hall, '02.
Robert Holland Frazee, '02.
Alberta America Monfore, '03.
Valucia Violant Curtis, '04.
Gertrude (Colburn) Swayne, '05.
Helen Hunt Hill, '05.
Era R. Keeling, '05.
Irene Veronica Quinn, '06.
Helen Margaret Frazee, '07.
Harriet Lois Kelsey, '08.

## STUDENTS IN ATTENDANCE DURING THE YEAR 1908-9

## Post-Graduate

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Boese, Joseph Heinrich .....	Adams, Mont.
Farley, Francis Joseph .....	Beresford
Ford, Eugene C., A. B.,.....	Springfield
Goodenough, Florence Pearl, A. B.,.....	Springfield
Pegley, Orpha Mildred .....	Springfield
Smith, Mabel Clare .....	Springfield
Thomas, Charles C.....	Perkins

## Fifth Year

Hartman, Leona .....	Running Water
Holter, Marie Matilda .....	Platte

## STATE NORMAL SCHOOL

Hoopes, Maude Lucy .....	Gayville
House, Oran J.....	Greenwood
Jaquays, Esther Bard .....	Springfield
Jaquays, Margaret Roberta.....	Springfield
Mills, Ruby Lillian .....	Springfield
Pierce, Edna Dare .....	Cottonwood
Renshaw, Myra H.....	Gregory
Shaver, Esther May.....	Springfield
Slasor, Eva Merriman.....	Springfield
Williams, Winifred Bell.....	Springfield

**Fourth Year**

Cooper, Frank Cornell.....	Springfield
Fites, Gilbert G.....	Yankton
Kelsey, Harriet Lois .....	Springfield
Kirk, Hazel .....	Springfield
Monfore, Ruth .....	Springfield
Myron, Amy A.....	Vermillion
Starks, Christie .....	Mitchell
Wolff, Alice .....	Lennox

**Third Year**

Campbell, Linda M.....	Springfield
Dawes, Jesse .....	Springfield
Dykstra, Gertrude .....	Running Water
Gretschmann, Anna .....	Springfield
Larson, Harold .....	Viborg
Lawson, Hazel .....	Santee, Neb.
Markley, Lovina .....	Springfield
Pegley, Hattie .....	Springfield
Spurrell, Ida .....	Springfield
Tupper, Mabel .....	Running Water
Young, Myrtle .....	Springfield

**Second Year**

Benesh, Martha .....	Tyndall
Colburn, Cordelia .....	Springfield
Dawes, Frank .....	Springfield
Fisher, Lena B.....	Santee, Neb.
Fisher, Katie .....	Running Water
Hartman, Carl .....	Running Water
Hartman, Maude M.....	Running Water
Hitchcock, Ernest Bernard .....	Springfield
Hough, Fay .....	Springfield
Kibble, Dorothy .....	Springfield
Kirk, Louise .....	Perkins
Leach, Vera L.....	Running Water

Morrison, George Ervin .....	Perkins
Morrison, Lelia Ruth .....	Springfield
Pegley Charles .....	Springfield
Richmond, Hazel R.....	Springfield
Stoddard, Belle .....	Springfield
Trowbridge, Floy H.....	Springfield
Wilcox, Edna .....	Gregory
Williams, Elizabeth Ann .....	Springfield

**First Year**

Babcock, Maurice P.....	Springfield
Beeman, Charles .....	Tabor
Beeman, Lillian .....	Tabor
Benesh, Josephine .....	Tyndall
Boschma, Richard.....	Perkins
Brill, Paul .....	Tyndall
Brown, Alma .....	Springfield
Buettler, Fred .....	Tabor
Buettler, John .....	Tabor
Buettler, William .....	Tabor
Guptill, Weaver .....	Springfield
Homan, Fred .....	Chino, Cal.
Hornstra, Edgar .....	Running Water
Houda, Vaclav .....	Prague, Bohemia
Hubregtse, Peter .....	Perkins
Jones, Emily .....	Springfield
Jones, Joseph .....	Springfield
Landan, Katherine .....	Tabor
Lumm, Eldah G..	Bon Homme
Maarsingh, Harry .....	Springfield
Meagley, Nora .....	Santee, Neb.
Regan, Jane Irene .....	Tyndall
Schneider, Mary E. B.....	Tyndall
Schneider, William L.....	Tyndall
Schultz, Magnus P.....	Ethan
Shaver, Agnes .....	Springfield
Slasor, Clifford .....	Springfield
Slasor, Edith .....	Springfield
Slater, Ethel .....	Tabor
Snow, Elsie .....	Mitchell
Taff, Myrtle .....	Springfield
Teeters, Bertha .....	Perkins
Thomas, Sampson C.....	Perkins
Thomson, Emma .....	Platte
Tobin, Charles H.....	Ethan
Tupper, Grace .....	Running Water

Unruh, Peter H.....	Avon
Warrington, Amy .....	Springfield
Watwood, Ada Lavina .....	Tyndall
Watwood, Laura Alma .....	Tyndall
Young, Lottie .....	Springfield

**SPECIAL**

Berndt, Emil E.....	Avon
Bigelow, Eldee .....	Niobrara, Neb.
Booth, Claude Raymond .....	Gregory
Hornstra, Harris .....	Running Water
Lair, Roy Robert .....	Springfield
Long, Lulu E.....	Armour
Markley, Seth .....	Springfield
Michel, Minnie .....	Springfield
Minahan, Helen .....	Geddes
Scott, Thomas P.....	Geddes

**MUSIC STUDENTS****Piano**

Arenschild, Jennie	Lumm, Eldah
Benesh, Martha	(Maarshingh) Holleman,
Benesh, Josephine	Winfred
Brown, Alma	Monfore, Millicent
Campbell, Linda	Monfore, Ruth
Colburn, Cordelia	Morrison, Lelia
Dawes, Adelia	McCollum, Catherine
DeMelt, Blanche	Patrick, Leoti
Dirks, Mrs. H. F.	Pegley, Charles
Drha, Annie	Pegley, Hattie
Gilliotte, Leona	Pegley, Orpha
Gretschmann, Anna	Proks, Pauline
Gretschmann, Esther	Schneller, Almond
Gretschmann, Ruth	Slasor, Edith
Grinwis, Eva	Slasor, Velma
Hartman, Maude	Snow, Elsie
Hennies, Albert	Thomson, Emma
Hitchcock, Carrie	Trowbridge, Floy
Holleman, Clare	Wagner, Elizabeth
Hutchins, Mary	Wallace, Carl
Jaquays, Esther	Wallace, Clara
Johnson, May	Wandescheer, Bessie
Jones, Minnie	Wenzlaff, Myra Roxy
Kelsey, Harriet L.	Wenzlaff, Wilbur Gustav
Leach, Vera	

Kirk, Louise	Whiting, Madge
Kirk, Margaret	Williams, Elizabeth
Lawson, Hazel	Young, Myrtle

**Violin**

Babcock, Maurice	Kirk, Margaret
Brown, Edward	Michel, Thomas
Buettler, William	Morrison, George
Cooper, Frank	Slasor, Clifford
Hornstra, Ernest	Slasor, Elsie
House, Oran	Unruh, Peter
Jaquays, Margaret	Wicks, Lorenzo C.

**Vocal**

Brown, Erma	Minahan, Helen
Doehler, Nina	Pegley, Orpha
Goodenough, H. H.	Slasor, O. B.
Kelsey, Harriet L.	Warrington, Annie
Kirk, Hazel	Wolff, Alice
Maarsingh, Harry	

**MODEL SCHOOL****Eighth Grade**

Benedict, Julia	Hornstra, Eugene
Brown, Erma	Hutchins, Mary
Cooper, Wallace	Kibble, Frank
Cunningham, Ray	Landan, Jeanette
Doehler, Nina	Melick, Elma
Drha, Josephine	McCollum, Amer
Gretschmann, Carl	Sawyer, Edward
Hanlon, Gertrude	Spurrell, Elmer
Hanlon, Howard	Stevens, Joseph
Hennies, Albert	Whiting, Madge
Hitchcock, Edwin	

**Seventh Grade**

Coate, Genevieve	Noble, Beatrice
Doehler, Josephine	Owens, Ethel
Guptill, Mary	Patrick, Leoti
Hartman, Lassara	Sawyer, Dakota
Hitchcock, Samuel	Slasor, Sylva
Jones, Minnie	Stanley, Hazel
Kelsey, Frank	Tilton, Kenneth
Kesselring, Mabel	Turner, Lewis

Kibble, Ernest	Wallace, Carl
Kibble, Gladys	Warrington, Annie
Maxwell, Russell	Wenzlaff, Myra Roxy
Michel, Edward	Williams, Howard
Michel, Thomas	Wright, Mary
Monfore, Millicent	Wolfe, May
McCollum, Ivan	Wolfe, Robert

**Sixth Grade**

Brimlow, Mary	Souhrada, Charles
Brown, Edward	Stanley, Myrtle
DeMelt, Blanche	Wallace, Clara
Hitchcock, Carrie	Walpole, Robert
Proks, Pauline	Warrington, Clifford
Schneller, Almond	Warrington, Martha
Slasor, Elsie	Wilcox, Inez

**Fifth Grade**

Berndt, Jacob	Poelstra, William
Den Ouden, Mabel	Slasor, Francis
Drha, Annie	Slasor, Otto
Fryda, Anna	Slasor, Velma
Gilliotte, Leona	Stanley, Maple
Gretschmann, Esther	Sweet, Elvin
Gretschmann, Ruth	Truesdale, Chester
Johnson, May	Uken, Dan
Kibble, Richard	Wenzlaff, Wilbur Gustav
McCollum, Catherine	Wolfe, Hester
Noble, Percy	

**Fourth Grade**

Coate, Della	Hartman, Grace
DeMelt, Carlton	Kibble, Erwin
Doehler, Raymond	Noble, Howard
Fryda, James	Noble, Myrtle
Guptill, Benjamin	Tilton, Percy

**Third Grade**

Aney, Bernice	Oldencamp, Lena
Brown, Ward	Poelstra, Peter
Gilliotte, Dale	Slasor, Floyd
Kibble, George	Van Haitsma, Gertrude
McCollum, Clifford	Warrington, George

**Second Grade**

Brown, Bernice	Oldencamp, Herman
Crockett, Eldie	Radway, Myrtle

Hill, William	Schneller, Violet
Keegan, Clara	Tilton, Doris
Markley, Ervin	Van Haitsma, Frances

**First Grade**

Coate, Iris	Slasor, Austin
Den Ouden, Cornelia	Smalley, Harold
Oldencamp, Samuel	Tilton, Beulah
Radway, Harold	

**Beginning Grade**

Aney, Onalee	McCollum, Maurice
Den Ouden, Cornelius	Slasor, Wallace
Henderschott, Ward	

**SUMMARY OF ATTENDANCE****Normal**

Post-graduate students .....	7
Fifth year students.....	12
Fourth year students.....	8
Third year students.....	11
Second year students.....	20
First year students.....	41
Special students .....	10

**Music**

Special piano students.....	54
Special violin students.....	14
Special vocal students .....	11

**Model School**

Eighth grade pupils .....	21
Seventh grade pupils .....	30
Sixth grade pupils .....	14
Fifth grade pupils .....	21
Fourth grade pupils .....	10
Third grade pupils .....	10
Second grade pupils .....	10
First grade pupils .....	7
Beginners .....	5

Counted twice .....	67
Net total .....	249
Total .....	316









UNIVERSITY OF ILLINOIS-URBANA

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